

Sarah Kennedy
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ENG 204WA

Children's and Young Adult Literature: Online Course

Required Texts (please buy paperbacks when available):

Barrie, J. M. *Peter Pan in Kensington Gardens and Peter and Wendy*. Editor Peter Hollindale. Oxford: Oxford UP, 2009. ISBN: 978-0199537846

Dahl, Roald. *Charlie and the Chocolate Factory*. Reprint Edition. New York: Puffin, 2007. ISBN: 978-0142410318

Grahame, Kenneth. *The Wind in the Willows*. New York: Penguin Classics, 2005. ISBN: 978-0143039099

Haddon, Mark. *The Curious Incident of the Dog in the Night-Time*. New York: Vintage Contemporaries, 2003. ISBN: 978-1-4000-3271-6

Lowry, Lois. *The Giver*. Boston: Houghton Mifflin, 1993. ISBN: 978-0544336261

Luke, David, editor. *Selected Tales (Brothers Grimm)*. New York: Penguin Classics, 1982. ISBN: 978-0140444018

Montgomery, L. M. *Anne of Green Gables*. Introduction by Jack Zipes. New York: Modern Library Classics, 2008. ISBN: 978-0-8129-7903-9

Rowling, J. K. *Harry Potter and the Sorcerer's Stone*. New York: Scholastic, 1998. ISBN: 978-0439708180

Stevenson, Robert Louis. *Treasure Island*. New York: Signet Classics, 2016. ISBN: 978-1-101-99032-2

Taylor, Mildred D. *Roll of Thunder, Hear My Cry*. New York: Puffin, 2004. ISBN: 978-0142401125

White, E. B. *The Annotated Charlotte's Web*. New York: HarperCollins, 2006. ISBN: 978-0060882600

LEARNING OUTCOMES:

- ❖ To develop your knowledge of the historical contexts of the variety of literature written for children and young adults.
- ❖ To enhance your critical reading and (for teachers) pedagogy skills.
- ❖ To cultivate your critical writing skills.

COURSE REQUIREMENTS (WRITING ASSIGNMENTS):

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| ❖ Two Short Close-Reading Papers | 30% |
| ❖ One Research Paper | 30% |
| ❖ Discussion Board Responses | 20% |
| ❖ Final Portfolio (revised papers with a 250-word introduction) | 20% |

COURSE POLICIES:

Online Discussion: Students will review course materials and post and respond to all Canvas prompts and will do the assigned writing assignments according to the syllabus schedule. Regular and active participation is essential to your success in this course; No DB posting that is more than one week late will receive credit.

The student will be expected to read all assignments and to turn in all assigned written work; post at least one question in the Discussion in Canvas for each DB site during the week that the DB site is listed on the syllabus; respond to EITHER the initial discussion topic OR one other student's question in the Discussion for each DB site (these responses should be at least 150 words and must each contain at least one direct quotation from the week's reading); read all postings to Canvas for the semester.

Paper Format: Formal essays and all rough drafts must be submitted as Word documents. Rough drafts will be uploaded to the Discussion Board (or "DB"); final drafts will be uploaded to the Assignments site on Canvas. Please put a four-line header in the upper left-hand corner of the first page with your name, the course, the date, and the professor's name. Be sure to double space, number the pages of, and title each essay. Your papers are not considered "turned in" until you submit them in the proper format. You are responsible for keeping a copy of every essay you submit (computer problems are not a sufficient excuse for failing to keep copies). Submission documents (both drafts and final papers) must be titled in this format when you turn them in:

LastnameCourseAssignment

Example: SmithENG204WApjectone

If you encounter problems, including "error" messages, when uploading your documents to Canvas, please try a different browser and/or a different computer before you contact me.

Late Work: Any late formal written assignment will be penalized a letter grade for every day that it is late, and no papers or DB postings turned in more than a week beyond the original due date will receive passing grades.

Revision: Revisions need to demonstrate a substantial rethinking and reworking of the original work—including additional attention to the text(s) being addressed. The extent and success of

the revision will help determine the essay's final grade.

Plagiarism: Plagiarism, submitting someone else's ideas or words as though they were one's own, is an honors violation at Mary Baldwin University. (See the *Student Handbook*.) To avoid even accidental plagiarism in this course, please adhere to the handbook guidelines and/or consult the instructor with your questions if you are ever in doubt.

You will also find substantial help with proper quotation and MLA citation form (as well as punctuation, sentence structure, paragraph development, etc.) online at the OWL (online writing lab) at Purdue: <http://owl.english.purdue.edu> (select Non-Purdue Instructors & Students and select General Academic Writing or MLA Formatting & Style Guide).

ET Requests: An ET for this course will be allowed if the student has completed, on time, at least half of the written work for the semester (the short response paper and at least one of the three required close-reading essays) and all of the required Discussion Board postings. Responses for ET work will be submitted directly by email to the instructor.

WEEKLY SCHEDULE

PLEASE NOTE THAT WEEKS RUN FROM MONDAY THROUGH THE FOLLOWING SUNDAY AT MIDNIGHT.

Week One (January 11-17):

Introduction to the Course

Background Materials

Discussion: What makes Children's Literature distinctive?

Week Two (January 18-24):

Grimms' Fairy Tales

Please read the following tales: "Rumpelstiltskin," "Hansel and Gretel," "Little Redcap," "Rapunzel," "Briar-Rose," "Snowwhite," "The Worn-out Dancing Shoes," "Ashiepattle," "The Bremen Town Band," and "The Robber Bridegroom." (You may know many of these by different titles.)

Discussion: Imaginative Worlds and Violence—Are these tales suitable for children? How do they differ from the versions of these tales that you know from popular films and more contemporary books for children (like the Little Golden Books and Disney films)?

Week Three (January 25-31):

Anne of Green Gables

Discussion: Orphans and Gender Roles: What makes a home a home? What ambitions should a young girl (or boy) have?

Week Four (February 1-7):

Treasure Island

Discussion: Adventure and Masculinity: Codes of Honor and Misbehavior

UPLOAD to Canvas DB by Sunday at midnight: Rough Drafts for Paper One

Week Five (February 8-14):

Peter Pan

Discussion: Authority and Rebellion

UPLOAD to Assignments by Sunday, February 9, at midnight: PAPER ONE

Week Six (February 15-21):

The Wind in the Willows

Discussion: Anthropomorphism in Children's Literature

Week Seven (February 22-28):

Charlotte's Web

Discussion: Anthropomorphism and the Human Connection. Duty, Love, and Mercy.

UPLOAD to Canvas DB by Sunday at midnight: Rough Draft for Paper Two

Week Eight (March 1-7):

Charlie and the Chocolate Factory

Discussion: Social Class and "Upward Mobility"

UPLOAD to Assignments by Sunday, March 7, at midnight: Paper Two

Week Nine (March 8-14):

Roll of Thunder, Hear My Cry

Discussion: Social Class and Race; Family

Week Ten (March 15-21):

The Giver

Discussion: Dystopias; Family and Other Bonds

UPLOAD to DB by Sunday at midnight: Rough Draft for Paper Three

Week Eleven (March 22-28):

The Curious Incident of the Dog in the Night-Time

Discussion: Social and Cognitive “Difference”; Narrative Connections to the Reader

Week Twelve (March 29-April 4):

Harry Potter and the Sorcerer’s Stone

Discussion: Innocence and Power; the Power of Innocence

Week Thirteen (April 5-11):

Revision and Review for Final

UPLOAD to Assignments by Sunday, April 11, at midnight: Paper Three

Week Fourteen (April 12-18):

Final Portfolio, to include all revised papers and a 250-word informal introduction to your semester’s work, due on Assignments by Sunday, April 18, at midnight